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ABSTRACT

This booklet reports the proceedings of a conference of the Queens Association for the Education of the Exceptionally Gifted Child, Inc., held on 3 March 1973 in conjunction with the New York State Education Department and York College of the City University of New York. Five panel discussions are abstracted: "Identifying the Gifted and Developing Programs," "The Parental Role in the Education of the Gifted," "An Experimental Program for the Gifted in District 29 Queens," "Higher Education and the Gifted," and "Funding Programs for the Gifted Child." (RS)

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DICTA

Reading maketh a full man, conference a ready man, and writing an exact man.

Frances Bacon, Essays on Studies

SO . . . WHAT ABOUT THE GIFTED?

A Conference of The Queens Association for the Education of the Exceptionally Gifted Child, inc. Community School District 29, Queens, The State Education Department, and York College of CUNY

on

March 3, 1973

at

Susan B. Anthony Intermediate School
88-15 182 Street
Jamaica, N. Y. 11432

Department of Teacher Preparation
York College of the City University of New York
Spring 1973 Vol.I

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DICTA - (from the Latin "Dicta" meaning those things that have been said), a publication of The Department of Teacher Preparation, is dedicated to recording the essentials of any major conference sponsored by the department.

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GREETINGS

Prof. Milton G. Bassin	President York College of C.U.N.Y.
Mr. Max G. Rubinstein	Community Superintendent District 29
Prof. Wallace K. Schoenberg	Dean of Educational Services York College of C.U.N.Y.
Mrs. Margy B. McCreary	Founder & Chairman Q.A.E.E.G.C., Inc.
Mr. Roger W. Ming	Supervisor Education for the Gifted New York State Department of Education
Mr. M. Michael Stern	Chairman Community School Board - District 29

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York College is pleased to be associated with the program for Exceptionally Gifted Children in our community. Initiated through the untiring efforts of Mrs. Margy B. McCreary, and now in its fourth year, the program has won the enthusiastic support of members of York College who have given service to the Exceptionally Gifted Child Program in the role of teaching faculty.

One school principal recently described the program as "a marvelous and enriching experience for the youngsters."

I believe that York College also has been enriched by its participation in this fine work, and I offer a special commendation to Professor Wallace K. Schoenberg, Dean of Educational Services at the college, for the leadership he has given to the Exceptionally Gifted Child Program.

Milton G. Bassin

The Collaborative Program between York College and District 29, Queens, highlighted by this conference, in my judgment, is in the forefront of constructive thinking as it concerns the exceptionally gifted child.

This was highlighted a few months ago when I was visiting with one of my grandchildren who is attending a junior high school with which I am very familiar. I was asking a friend of his about his teachers. When I came to his math teacher, the young man commented, "Oh, she's all right, but she knows so little real math that I've had to lower my standards."

Surely, there was a smart alecky aspect to this comment. It did, however, have a kernel of truth in it that directly relates to the problem of the exceptionally gifted child.

If these children are not to develop cynicism, boredom, and indifference, their needs must be met by competent, innovative, and exciting programs.

I sincerely believe that in our district, with the help of the Queens Association for the Education of Exceptionally Gifted Children, led by Mrs. Margy McCreary, with Principals such as Mrs. Hortense Merritt, Mr. Stanley Lisser, and now Mr. Harry Swanson, and with the genuine commitment of our school board headed by Mr. M. Michael Stern, and of York College under President Milton Bassin, that we have the kind of program that may well be a model for others to follow.

I look forward with great expectation to the growth of these efforts.

Max G. Rubinstein

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The gifted child, a neglected and misunderstood individual, has been one of the concerns of York College and its Department of Teacher Preparation for more than five years. Professor Seittelman and I, in 1969, assumed a leadership role for York College and assisted in the transformation of this idea into a reality by designing the blueprint, by formulating the curriculum, and by participating in the establishment of a program for the education of gifted children.

One of the unique features of this program is a genuine governing partnership among the three elements which are most directly involved in any youngster's development: the parents, the community, the school district, and a college dedicated to educating and serving an urban society.

A second unusual yet vital aspect is that the York College professor teaches these youngsters in the local elementary and middle schools; the satisfaction described by Linnaeus, "a professor can never better distinguish himself in his work than by encouraging a clever pupil, for the true discoverers are among them, as comets amongst the stars," can be readily fulfilled in this program. The professor of York College also serves as an advisor and colleague of the staffs who cooperate in the education of these gifted pupils.

This involvement, albeit small, has enabled the faculty of The Department of Teacher Preparation to acquire a body of practical knowledge in an area in which theory is plentiful, but experience is pitifully meager. Although we are aware of the need for further study, we, nevertheless, see the advantages of disseminating the information which we have garnered to date. We recognize, moreover, the value of meeting with local, state, and national groups in order to voice our concerns and arrive at workable solutions to the myriad of problems inherent in the education of academically gifted children.

York College, in its role as co-host of this Seminar on Educating the Gifted along with New York City's Community School Board #29 and the Queens Association for the Education of Exceptionally Gifted Children Inc., addresses itself today to these objectives.

Wallace K. Schoenberg

As Founder of the Queens Association for the Education of Exceptionally Gifted Children, Inc., and initiator of the Exceptionally Gifted Child Program jointly sponsored by the Association, York College of CUNY, and School District 29, Queens, as the parent of a child in this Program, and as Mistress of Ceremonies for this Seminar on the Gifted Child, I am pleased to extend great thanks to the following distinguished departments, offices, agencies, their representatives and our own parent body for their contribution to the success of this most important Seminar:

1. *Federal Government*
Department of Health, Education, and Welfare (H.E.W.) through the Office of Education for the Gifted and Talented - Ms. Jane Case Williams, Deputy Director.

2. *New York State Department of Education for the Gifted*
Mr. Roger W. Ming, Supervisor.

3. *New York City Board of Education*
Mr. Isiah Robinson - Dr. H. Lloyd - Dr. Edyth Gaines, Learning Cooperative (Director) - Dr. Virginia Ehrlich, Director Gifted Programs, N.Y.C. - Dr. H. Percell, Office of Special Education and Pupil Personnel Service.

4. *Board of Higher Education*
The Rev. Robert R. Johnson

5. *York College of The City University of New York*
President Milton G. Bassin - Dean Lewis Bodi - Dean Wallace K. Schoenberg - Professor Elizabeth E. Seittelman - Professor Bertrand Armstrong - Professor Monroe Cravats - Professor Marie Wittek, and all other staff involved.

6. *Community School District #29 of the New York City Board of Education*
Mr. Max G. Rubinstein, Superintendent - Mr. M. Michael Stern, President of Community School Board #29 - Ms. Jacqueline A. Brown - Mr. Stanley Lisser.

7. *Other Special Areas*
Dr. Morris Meister, Keynote Speaker - Prof. Keith Baird, Hofstra U. - Mr. Richard Klein, High School of Music and Art - Ms. Gina Ginsberg, Director Gifted Child Society, N. J. - Ms. Jacqueline Jackson, Consultant Mental Health - Ms. Carol Wolverton, President Gifted Child Research Institute - Mr. Alan Rogers, Director Gifted Child Research Institute.

8. The Total Membership of the Queens Association for the Education of Exceptionally Gifted Children, Inc., Its Executive and Advisory Board Members. Through your participation and dedication, we were able to accomplish the following objectives:
(a) To bring together diverse and interested groups and individuals with education of the gifted as a common goal.
(b) To stimulate interest in and concern for the education of gifted and talented children.
(c) To establish unity of purpose and definite commitment to the education of gifted children.
(d) To encourage all America to join in the salvation of our country's greatest natural resources by providing challenging education for the Gifted and Talented.
(e) To begin a definite course of action toward achieving these objectives through financial assistance, program development, improvement and expansion in sound education planning.

It has been proven that "A child lives what he learns." With that thought in mind, I am convinced that "If I can help some children as I travel along this way, then my living will not have been in vain."

I strongly urge ALL of you to continue to support and help provide the challenge the gifted so desperately NEED and DESERVE.

Margy B. McCreary

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Some of us have been wrestling with the question, how can we provide the most appropriate learning environments for our gifted, for years without arriving at a satisfactory answer. The effort to provide a specialized differentiated education appropriate for each gifted person has often been entangled and otherwise hindered by public misunderstanding, widespread apathy, and professional neglect. What can we do about it?

We can work for the establishment of a comprehensive system of individualized learning that will meet the lifelong educational needs of the gifted and the much broader spectrum of those who are not so gifted. We can create humane learning environments at all levels, from childhood through adulthood using a *nongraded continuous progress* approach from nursery school through college and beyond. We can develop the most imaginative and productive applications of computer and other technological innovations to facilitate the establishment of a comprehensive system of individualized learning for the benefit of the gifted and others.

We can do these things by identifying specific and practical ways of providing effective optional learning environments for the gifted.

One stimulating example of such efforts is the current program that has been initiated by the Queens Association for the Education of Exceptionally Gifted Children, Inc., in collaboration with New York City's local Community School District 29, and York College. This arrangement whereby York College professors provide instruction to gifted younsters in a school setting is a most encouraging development whcch demonstrates that stimulating appropriate learning environments can be provided to meet the needs of our gifted.

We are eager to assist you in the further development of these efforts in any way that we can. You already have a most valuable ally and resource in the U.S. Office of Education, Region II as well as the Federal Office of the Gifted and Talented in Washington, D.C., and there are other resources.

We can ill afford to allow the neglect of our gifted to continue. What you are doing in Queens shows us one way to remedy this neglect.

We can--and we must--further extend these efforts in providing the most appropriate learning environments possible for our gifted.

Let us get on with our task.

Roger W. Ming

The past decade has seen an emphasis on upgrading children through compensatory education. Our latest figures indicate that we are beginning to make progress in this regard.

For years, this district has recognized the importance of addressing itself to the needs of our children on the opposite end of the spectrum, our gifted children. Spurred on by the indefatigable Mrs. Margy McCreary of the Exceptionally Gifted Child Committee and with the support and cooperation of York College, we have been able to afford these children an outstanding enriched program.

We look forward to ever greater emphasis by our district and by the City for programs for the gifted. The young creative minds of these children, our leaders of the future, must be challenged and nutured for the development of their full potential.

M. Michael Stern

PANEL I

IDENTIFYING THE GIFTED AND DEVELOPING PROGRAMS

PANEL LEADER

Ms. Jane Case Williams	Deputy Director Office of Gifted and Talented Education H.E.W.

PANEL MEMBERS

Prof. Keith Baird	African Studies Department Hofstra University
Mr. Richard Klein	Principal High School of Music and Art
Mr. Michael Proby	Assistant Treasurer Q.A.E.E.G.C., Inc.
Mr. Carl Berlin	Special Assistant Superintendent's Office of Queens High Schools

Panel Leader
Jane Case Williams

I would like to point out a shockingly interesting statistic. In a national survey which was conducted a few years ago by the Office of Education, it was found throughout the nation that approximately 60% of the administrators of elementary and secondary schools, when they were asked the direct question, "Do you have at least one gifted or talented child in your school?", said, "No". How many of you would feel that was true of your school? How likely is it that there are any schools in this country which do not have a single gifted child?

The significance of this statistic is that it shows a deplorable lack of awareness of who the gifted are, where they are found, what their needs are, and what to do about them. Perhaps, the administrators did not want to admit that they had gifted children because they were not offering programs. It is an embarrassment to an administration to admit that they are not doing anything for them. Perhaps, they also felt that only that child is gifted who does college physics at the sixth grade level or perhaps who plays with a symphony orchestra.

Another problem, which is unfortunately very frequent, is that too many people feel that educating the disadvantaged and educating the gifted and talented to their greatest potential are mutally exclusive. Nothing could be further from the truth. It is among the great pool of the disadvantaged who in their environments have not been given every opportunity, whose talents have not been seen, recognized, and developed, that you are going to find the greatest number of high ability children whose potential will be totally wasted unless we do something about it.

I would like to tell you what we are doing at the Office for the Gifted and Talented. As a result of the Commissioner's Study which revealed a deplorable lack of attention to the gifted on the local, State, and Federal levels, the Commissioner of Education established the Office for Gifted and Talented. This is a small office which does not have legislative program authority. This means that we do not give grants, but we are established to function as advocates within the public sector, i.e. with other federal resources. We attempt to direct them toward programs for the gifted. We are also charged with the mission of going to the private sector and working with foundations and with other public but non-federal resources. We have had a good deal of success with this. We have been able to get several programs within the Office of Education to support such things as our National State Leadership Training Institute which meets one of our major objectives, of working to increase the competencies of people at State Educational Agency levels. It is impossible for us to go into every School District in the country, but we can work with the State Departments of Education and encourage them to maintain positions for consultants on the Gifted. Cooperatively with the private sector, we developed an interesting program called the Exploration Scholarship Program to provide opportunities for gifted and talented students between the ages of fifteen and twenty one to accompany a scientist on an expedition around the world, maybe this country or maybe abroad.

Panelist
Keith Baird

Mrs. Williams has presented us with some criteria for the identification of the gifted child. I shall be repeating some of these but in a different framework in order to suggest ways of responding to the needs and capacities of these young people identified as exceptionally gifted.

The gifted child, obviously, manifests an alertness of mind, a capacity for hard work and innovation. Education of these children, therefore, will require a response to these criteria.

First, there must be an appeal to and satisfaction of his intellectual curiosity. At the earliest age possible, we must be prepared to recognize this giftedness and to take the young intellectually gifted person to the very limits of his capacity and to the very limits of the developments in the discipline.

Second, challenge must also be available; exceptionally gifted people enjoy and invite challenge. Provision, however, must be made for each individual to complete the task assigned to him according to his own ability and pace. The teacher, of course, will make such completion possible.

Next, the gifted child should be encouraged to innovation at the earliest possible age. Identification of the gifted should be made even before entrance to school. This places an important responsibility on the community.

The community member, an average individual not a professional educator, has this role in terms of expecting certain things from children around him who have been or may be identified as intellectually gifted. The community must afford and/or take advantage of the opportunity offered by instructional institutions.

I was very much interested in Mr. Klein's remark that education is not simply catching up with another nation technologically; it is not just simply getting children to read better and faster. I think that it is important that we, as human beings, seek to cultivate those things which most effectively distinguish us as human beings. Thus, we come to the role of the arts.

We should be concerned that we do not simply produce clever devils. I suggest that ability can be identified in more than one way. There is the qualitative aspect, i.e., what can the person do. There is also the quantitative aspect, i.e., how much of a particular activity can a talented individual participate in and to what extent.

Panelist
Richard Klein

Throughout my professional career, I have discovered gifted youngsters and was able to encourage them to realize their talents through special education and training.

As a supervisor of Art Programs under Title I and Title III, I found gifted and talented youngsters in some schools in the worst ghetto areas. Fortunately, this program utilizing trained specialists in the arts with clearly defined goals helped these students develop their gifts.

Every individual has talents and abilities. Not many people come into the world with a mark against them that says, "You don't have any talent or ability." It is really a question of what happens to them; it is also a question of whether they are identified. We must assist every youngster by recognizing, encouraging, and developing his talent.

Unfortunately, in many cases, talent or ability is unnoticed by the average teacher who is not trained to recognize specific ability in art or music. A specialist is needed to encourage and develop these gifts properly.

At one time, there were very fine programs of art and music in most elementary schools of New York City. Then, we became concerned because we worried about catching up with other countries and not falling behind. Our available resources, therefore, were concentrated in the areas of science and mathematics since it was a common notion of society that science and mathematics are vital, but art, music, dance, drama are secondary and unnecessary.

Next, stress was placed on reading. Of course, reading is a necessary ingredient of education, but it is important not to lose sight of the fact that a youngster should be viewed as he is, in totality. He is a whole person who comes to school with enthusiasm. He has a joy for life and for his surroundings. He is ready and willing to learn. At this point, he must be encouraged. In the arts, there is nothing that can equal constant encouragement. To develop possible talent in art and music, the very young child should be told, "How wonderful that is; how nicely you did that." It is important that the child not be turned off by the teacher and that his first experiences not be negative or discouraging ones. It is very important, therefore, to establish a positive climate in the primary grades as the first measure in identifying those with special abilities.

As the youngster grows older, he will begin to express interest in certain disciplines, for example, mathematics; he must be encouraged. As he progresses through the middle grades, his teacher must know the stages of his development and how to move him along from one stage to another.

I have seen a great deal of art work on display. Sometimes, it cries out for a specialist because some children are being led down the wrong path. Somebody doesn't know the difference between pretty colors and creativity.

Children have to be developed to create, to move out on their own. They have to be encouraged to break down the barriers, to be able to do something on a piece of paper, and to feel good about it. They must not feel that they are doing this to please the teacher; they must not be doing this so that it will be hung on the wall. If you are going to have this type of instruction, you are not going to develop artists; you are not going to develop youngsters with a recognition of their own ability in art.

Youngsters should paint on the desks, do prints on the desks, spill paint on the desk and rub it around on a piece of paper on top, and pick it up as a monoprint. You have to be ready to dirty a desk and not worry about it. If a little paint spills on the floor, it will be cleaned up later. That kind of feeling can be established by a trained person.

In summary, it is important to identify the youngster interested in the creative arts, to encourage him, to provide the kind of training that will take him from where he is in a particular area to the next stage of development. That kind of program is needed at the elementary school level. We have many gifted people who have been bi-passed, who have been overlooked, who haven't had the opportunity because they did not feel capable of doing what they really could. They were turned off too soon.

Panelist
Michael Proby

My background is not in education but in accounting. I only speak in terms of a parent. I have a child who is in the program, but, contrary to Mr. Klein, I am going to disagree; I think what we have to do is to admit that we do have a problem and that we do need trained teachers; we have to stop politicing and playing around on racial and economic issues. I do think there is more information available on the gifted than is admitted. I think we need to take the information we do have and put it into practice. We are talking about the school system; we could speak about New York. It is really critical. I have seen a teacher in a class who is depriving a child of developing himself naturally in whatever he wants to do. It's really criminal, and they should be put in jail like anyone else.

Panelist
Carl Berlin

I find it shocking to hear Mrs. Williams statement that a large group of educators declared that there were no gifted children in their schools. In my long career as a teacher, supervisor, and administrator in the high schools of New York City, I can categorically state that a considerable number of gifted students were to be found in each school that I served.

I shall concentrate my remarks on the programs in the high schools. If we are to provide educational opportunities suitable for gifted youngsters, we must first rid ourselves of certain myths that continue to persist although research has proved that they are in error.

First, the gifted student is a conformist who likes to go home to do his assignments and who likes to get good marks. The gifted student, in reality, is almost as likely to be found in the Dean's Office as on the Arista Honor Roll. School personnel, therefore, in their search for the gifted, must be aware of this situation.

Second, gifted pupils get good marks. Along with my colleagues, I have been shocked, at times, to learn that a low-achieving student has scored 700+ on the College Boards; at school, he was only a 68% student. Obviously, this student's needs were not met by the program in the school.

Third, the student is gifted in all areas. Dr. Meister, in his introductory remarks, referred to the top 10%; Mrs. Williams spoke of the top 3%. Whether it is ten or three percent, we must divest ourselves of the notion that giftedness must be manifested in all areas. As a teacher of advanced placement Economics at Brooklyn Technical High School, I found students who were gifted in their ability to deal with economics on the highest level possible for their age. Some of these, not all, were also very gifted in others areas, e.g., mathematics, music, or art.

Fourth, gifted youngsters are easy to teach. They are not. They need teachers with the highest talents since the teacher must be able to provide for their many needs, interests, and talents.

Fifth, the gifted are easily identifiable and rise to the surface one way or another. Overall, this may be true in a lifetime for some of our gifted. It certainly is not true for a number of gifted students in their school experiences. By the time they reach high school, the identification problem is almost impossible because they have learned to view their giftedness as if it were a defect. We must, therefore, develop a climate in which youngsters can nurture their special talents and abilities.

Finally, giftedness is a middle or upper class phenomenon. Gifted children are to be found in every ethnic and socio-economic group.

Let us now consider some of the programs that presently exist in the high schools and assist the gifted to realize their potential. Gifted youngsters are often very intense about their interests; this intensity may often lead to frustration. The elective Program affords them an opportunity to express their interests and special talents in the high school setting.

Advanced placement programs offer some courses equivalent to college level. These are usually taught by a specially gifted and scholarly teacher.

Finally, in New York City, tax levy funds have been provided to subsidize student activities and student government. It is interesting that the most gifted students in the schools take most advantage of these programs, i.e., involvement in school athletics, publications, and government.

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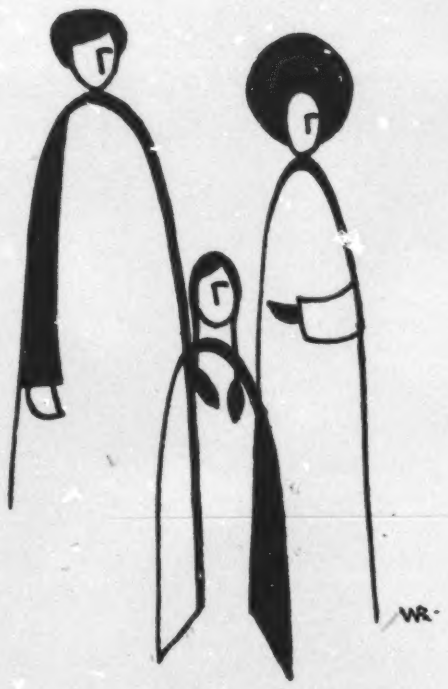

PANEL II

THE PARENTAL ROLE IN THE EDUCATION OF THE GIFTED

PANEL LEADER

Dr. Henrietta Percell	New York City Board of Education

PANEL MEMBERS

Prof. Bertrand Armstrong	Department of Teacher Preparation York College of C.U.N.Y.
Mrs. Wynolia Pulliam	Principal I.S. 57 Manhattan
Mrs. Ines Dotson	District Social Worker Community School District #29
Mrs. Gina Ginsberg	Director, Gifted Child Society of New Jersey

Panelist
Bertrand Armstrong

When I came here this morning, I came with a few questions about the definition of the gifted child since we, the educators, use only objective criteria. Parents, on the other hand, never come to school and say, "I have here a gifted child," but rather "Ih
rather "I have here a genius; do something with him." We often lose many children who are truly gifted because they have not met either of these criteria: the one set up by the professional educators or the other established by the parents. Dr. Meister alluded to this problem when he said that all children are gifted. As parents, I would like you to focus your attention on this point of view.

I am certain that many of you who are here today do not have children in any gifted programs. These children may get lost because neither you, the parent, nor we, the educators, have fulfilled our primary responsibility, i.e., the discovery of the area of giftedness of each child.

As a parent, the very first thing you have to do is to assess honestly what you consider is the giftedness of your child. Because John plays the piano, does not mean that he's gifted in music. John might never play the piano because he has not been given the opportunity to explore this area of his giftedness. After you have honestly determined this, you should then seek help from the professional educators who have expertise in determining the degree of giftedness and the direction that the child should go.

Next, your role becomes difficult because many parents cannot cope when the child becomes somewhat precocious and obnoxious; he may be difficult to deal with. He makes all kinds of demands and all kinds of statements; his attitudes do not seem to fit into the structural pattern of the home. How then do you handle this kind of problem?

The parent must realize that this child is on the road to exploring on his own. Dr. Percell used the term, "pushy", in regard to rigid structure. What kind of structure should be set up? How much or how little shall you push? The answer has to come from the child. You, the parent, should allow the child to explore since this interest in exploration is part of giftedness. The child who is gifted often does not fit into the pattern of the home since this is the pattern established for good little boys and girls. The gifted child goes out and develops special areas of interest that are beyond the bounds which the home has set for him. You, the parent, must allow the child this exploration; you must also enter into a cooperative venture with the child even though you are older, the breadwinner, and the supplier of his needs. Does the parent have all the answers to the child's problems? Should you be the one to say, "this is what you may or may not do?" I think that this must be a cooperative effort.

You must allow time to sit and listen to the child. You may even want to accept some of his suggestions. By this cooperative venture, the two of you will achieve your goal, i.e., increased knowledge since many gifted children go to school and think not in terms of grades but in terms of increased knowledge.

The next thing that you will want to consider is this child's place in the family's structure. You should think of brightness not in totality but in terms of special areas; in this way, every child in the family can make a worthwhile contribution.

Mrs. McCreary used such a cooperative venture. She realized that her child and a group of other children were not being reached at school; she felt that she had to go out and do something about it. I think that this should be your attitude when you go into the schools. In talking about your child, you should say, "I do think that my child is gifted. What can I do to help?" In this setting, the parent and teacher together will help the child realize his aims and goals.

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Panelist
Wynolia Pulliam

I shall address myself to the special techniques that can be used in dealing with a gifted child. As you know, the Queens Association for the Education of Exceptionally Gifted Children was born out of the frustration of one mother whose gifted son could not get a proper education in a regular school setting. It just so happens that the youngster came from the school in which I used to work.

Now, let us think in terms of what the parent can do to prevent us in the schools from destroying the inquisitive mind of the bright child. By the nature of the public school, we tend to try to make children fit into a mold. This is the one thing that a gifted child refuses to do. He does not wish to conform to a mold. He questions everything from God down. Parents are not always willing or able to put up with this kind of questioning because they have learned to accept this mold. They cannot understand why the child is questioning everything. One thing you have to do as a parent is to provide your gifted child with freedom: freedom to explore, freedom to experiment (no matter how messy he makes the house), freedom to think and speak in ways that you may not wish to have him speak to you. You have to understand the child when he comes home frustrated by what has happened at school. He has refused to fit into the mold.

As a parent, you have to provide the kind of flexibility that will not destroy his creativity. For example, many bright children do not wish to go to camp in the summer because they hate routines. They do not wish to have their lives structured by anyone. You must deal with this.

Another thing you, the parent, must understand is that the gifted child, upon receiving an expensive gift, may decide that the box is more interesting because he can do more things with it than with the toy itself.

You will also have to understand that the youngster may not be able to fit into his peer group; he may not be able to enjoy the kinds of activities that children in his age group really like. His mind is functioning high above that level, yet he needs to function with this group for his own social well being. You must understand the necessity of providing a variety of activities for the enjoyment of the bright child; through such activities, he is able to grow and develop. As our social worker just said, there are many activities in New York City to which bright children should be exposed.

Your role as a parent is to make these experiences available to your child. Permit your child to study various subjects. Maybe the Planetarium is a good place to start; perhaps, he could learn to play two or three musical instruments whereas an average child will only learn one. You should also help your child when he questions poverty and his own road by encouraging him to use his brightness to help other people.

Panelist
Ines Dotson

As a social worker with the Bureau of Child Guidance, I deal directly with very few Exceptionally Gifted Children. As the district social worker, however, I was involved in interviewing parents of candidates for this program. We service this special group all too infrequently. Much of the literature on educating the academically able stresses that any program for bright children must stimulate positive attitudes, promote good work habits, and encourage worthwhile purposes that are necessary to their success in school and imperative to their becoming effective adults. The aims of education, therefore, and the parental involvement in the school success "for children with high mental ability" are not appreciably different from those for all children.

The parental role in educating the gifted child is a grave yet exciting responsibility. Success hinges not only on what the child innately brings to the situation but on the attitudes of the sending parents, of the receiving school, and the extent to which these enmesh constructively to make school a productive and creative experience.

When a child enters school, his relationship with his teacher and his classmates is influenced by attitudes which are already present and fairly well developed as a result of earlier home-relationships. Just as the child transfers to his teachers some of his feelings towards his parents, he may also be projecting his parents' feelings toward school and school personnel.

In general, if the child has been an accepted member of the family, if he has developed a feeling of competence in that he is able to do what is expected of him, if he has received recognition for legitimate achievement, he will transfer these positive emotional attitudes from the home to the school.

Studies of the family and economic backgrounds of gifted children have shown that they come from varied backgrounds. Some are from favorable backgrounds; others have experienced traumatic loss and pain but continue to function on a high level academically. Maybe, their gift has served them well in the handling of their pain and loss; perhaps, strong ongoing relationships have supported them.

As a group, the gifted compare very favorably with others physically, socially, and emotionally. Although they may have social and emotional problems, in all likelihood, however, these are caused by factors other than their high intellectual status.

Let us consider a few specific problems faced by our gifted children:

First, there may be a problem of relating to the peer or age group; an intellectual clique that fosters snobbery may be formed. Does this result from emotional immaturity or values sharply different from those of the peer group? At I.S. 238 Q., the distance from the residence and/or pre-existing parental grouping may be factors in whatever cliquing occurs. Childrens' friendship choices usually depend on many things in addition to intellectual ability; wherever these are positive, they should be fostered.

Second, the gifted child may have difficulty in learning to accept and appreciate differences in himself and in other people. In the family and in the school, the child should be helped to understand that people are valued for many reasons other than intellectual ability.

Parents can be helpful in the special learning areas of the gifted. Since learning requires some repetitive practice, the child must be guided to complete assigned projects. Most gifted children will understand the need for this kind of self

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discipline in scholarship. Parents should encourage them in surmounting these problems; they should, moreover, avail themselves of every source in the community to aid in the education of their gifted and talented children. Thus, community recreation programs, museums, galleries, and exhibits may spark interest, identify, develop, and broaden talent.

As they approach adolescence, these pupils too have concerns about their new physical development, about their growing need for self-assertion in the parent-child relationship, anxiety about their shyness and self consciousness; they have intellectual concerns such as: being bored unless interested, getting good grades while coasting along, having to slow down their pace or conversely, being pressured to perform more, and a complex of perfectionism. Parents must understand these concerns and regard them as clues for parental handling.

As clinicians, we are often involved with the underachievement of the gifted, a very powerful weapon used by children against adults who value achievement highly. A child's inner tensions may leave him so drained that he has little energy left for school work. Other underachieving gifted pupils may be reflecting the anti-intellectual and anti-educational attitudes of parents and society. Parents and teachers aware of such a problem should realize that a child might benefit from some therapeutic intervention.

I have pointed out some of the characteristics, concerns, and personality problems of the gifted. Let us remember:

1. The gifted child is a complicated being who is sometimes a delight and, at other times, not easy to have in the classroom or in the home.

2. We must consider the kind of individual that we would like our gifted child to be in regard to intellectual achievement as well as in social competence and moral values.

3. Gifted children require as much attention in being identified and provided for as well as other children with special needs.

4. Our efforts to develop their capacities and talents to their fullest will contribute positively to the improvement of education for all children.

Because a child is gifted is not reason enough to expect him to take care of himself unaided. Enlisting the aid of parents in identifying, understanding, planning, and conducting special programs is vital. Just as parent figures together minimize the confusion of child-rearing so cooperation of parents with school personnel can work toward educational success.

Panelist
Gina Ginsberg

Living in New Jersey, I am the Executive Director of The Gifted Child Society, a private, non-profit organization started by one frustrated parent. Our goal is to provide educational enrichment for our gifted children and to create a public awareness of their special needs. I would like to tell you what we have been able to accomplish in the hope that this will stimulate you to do something along the same lines.

Before I do that, I would like to point out something often forgotten in discussions such as this; the gifted child is to be enjoyed. His enthusiasm, his ability to think along with you, and his joy of learning are things to be enjoyed and not worried about.

For the past sixteen years, we have reached thousands of parents. We have provided educational programs for ten thousand gifted pupils. We have trained several hundred teachers in New Jersey on teaching the gifted.

Saturdays, we provide educational enrichment for about five hundred gifted children between the ages of four and fourteen. The little ones come with two parents; it is wall to wall parents. On the first Saturday of the semester, there is absolute pandemonium when the children are assembled in an unfamiliar place; no two of them have the same schedule. Some have had no school experience and are a little scared. Five minutes after the classes have started, the halls are empty; you can hear a pin drop. All five hundred children are learning in the classrooms; they are coming on Saturdays because that is where they want to be.

Our teachers are, for the most part, professionals. We have a curriculum coordinator who explains our objectives. Some of the teachers are not professional educators. For example, we have a hospital administrator who takes a group of junior high school students to the community hospital; they wear white coats and meet in the board room; they are introduced to the services of the hospital. It is, I believe, the only program of its kind in the country in which a real opportunity is afforded the students to meet the technicians, the specialists, and the patients. This is in line with the current trend of career orientation.

The charge for this program is $26 for a ten week semester; from this income, we pay the teachers, rent a public school with custodial service, two peanuts for me, and one peanut for the curriculum coordinator.

Our scholarship program is administered through the public school system on the Title I criteria; we have never rejected a single scholarship application.

We have a student advisory council. Pupils in grade four and above are eligible to serve. One of the teachers serves as the adviser without pay. They observe our teachers and give us comments; they tell our curriculum committee what courses they would like. If a suitable teacher can be found, we offer the course. They poll the parents, the teachers, and the students for both positive and negative comments. They attend our Executive Board and membership meetings. They play a vital part in our program because it is their program.

Our Executive Board composed of educators and parents conducts the business of the organization. We have membership meetings once a month. We have the usual committees. On Saturdays, as a service for our parents, we offer discussion groups under qualified leaders; possibly this is the only place where parents of these youngsters have a chance to sound off and find out that they are not alone.

Our summer program functions daily in the mornings.

The older group (age seven and up) visits places of scientific and cultural interest. They go with our teachers, a team of teen-aged assistants, but without their parents.

We helped with the first teacher training workshop on the education of the gifted in New Jersey; two hundred fifty New Jersey teachers attended. We are working for the establishment of programs for the education of the gifted in Bergen County.

The Ford Foundation has funded the publication of a handbook which we prepared for parents interested in organizing and operating an educational program for gifted children. Through this handbook, we can share our experience with parents anywhere in the nation.

In conclusion, I wish to say that I am impressed with the turn out and the spirit of the people here. It is the aim of our organization to work itself out of existence by having the public schools do during the week in the regular school day that which we are working so hard to accomplish on Saturdays.

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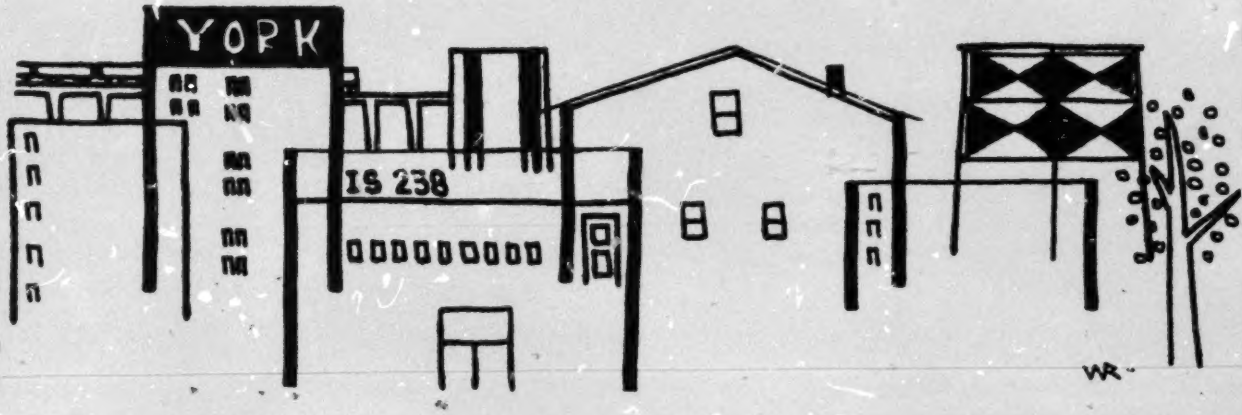


PANEL III

AN EXPERIMENTAL PROGRAM FOR THE GIFTED IN DISTRICT 29 QUEENS

PANEL LEADER

Mrs. Hortense Merritt	Principal P.S. 132Q

PANEL MEMBERS

Prof. Monroe Cravats	Coordinator of EGC Program Department of Teacher Preparation York College of C.U.N.Y.
Mr. Stanley Lisser	Principal I.S. 238Q
Mrs. Margy B. McCreary	Founder & Chairman Q.A.E.E.G.C., Inc.

Panel Leader
Hortense Merritt

We shall address ourselves to the Experimental Program for the Education of Exceptionally Gifted Children in School District #29. It has been pointed out in the discussion this morning that the gifted child has often been neglected when educational programs have been planned and implemented. It is with this sense of concern that this conference has been planned for today. History reveals that interest in educating the gifted seems to make the rounds about every ten years; then interest fades away again for another ten years.

Our commitment to educating the gifted is directly related to our belief in the democratic principles of education, i.e., that of providing equal opportunities to meet the needs, interests, and potential of all children. Without special provision, the gifted may face serious frustrations and even psychological damage. They must not be left to fend for themselves.

In realization of this need for youngsters in District #29 with superior ability, a unique program was organized in cooperation with The Queens Association for the Education of Exceptionally Gifted Children through the leadership of its Chairman and Founder, Margery B. McCreary, Community School District #29, and York College of the City University of New York.

Our panel will explain the design and implementation of this program and briefly point out the role each member of the tri-partite organization played in launching and administering the program.

In September 1970, the first class of the gifted was organized on a fifth grade level. Thirty students were drawn from approximately eleven elementary schools in Community School District #29. The Ralph Bunche School, of which I serve as Principal, was named as the host school.

These students who had been identified as gifted youngsters by the principals of the sending schools, were carefully screened by a Screening Committee composed of educators, parents, and clinicians; the three participating groups were represented on this Committee. In addition to meeting the criteria for the gifted, the Committee also required that each pupil evidence a reading score three or more years above grade level; a mathematics rating of two or more years above grade level was required to qualify for admission to this special class.

A unique dimension of this project was the design for providing a competent staff to carry out the educational goals and objectives of the curriculum design. Eight professors from York College were assigned to teach their particular disciplines. These professors traveled to our school daily to teach: Art, Music, Mathematics, Photography, Physical Education, Science, Speech, and Spanish. The homeroom teacher, a member of the faculty of the host school, served as coordinator of the classroom activities and assisted the York College professors in the many details of helping the program to run smoothly.

There were numerous administrative responsibilities to be considered. The school and the community were carefully informed and oriented to the experimental program and encouraged to become involved in many ways. After much discussion and planning, the parents and teachers were amenable to receiving the program. First, becoming a college-related school had many advantages for our school. We could benefit and keep abreast with research, innovative, and experimental programs. Gifted youngsters would share their talents as pupil-teachers for their peers in need of remedial reading and mathematics. A complement of Student Teachers was obtained through the kind offices of Dr. Elizabeth Seittelman, Coordinator of the Teacher Preparation Department of York College. A program to help underachievers in reading through the medium of music was organized by the music teacher, Dr. Ruth Zinar. Other professors willingly gave their time and talent in assisting at Faculty Conferences and as resource persons for the classroom teachers.

Articulation of the activities for the gifted was carefully coordinated with the existing program at our school so that the gifted would not become an "elitist" segment. There were many and varied opportunities provided for all children to work and play together throughout the school year.

Evaluation techniques were an on-going and integral part of this program; parents, teachers, and pupils were included. Formal and informal instruments were employed. The evaluation indicated significant gains in all subject areas. Pupils were enthusiastic and eager to continue in the program.

As principal, my role was that of expediter of learning, partner, supporter, and major friend in helping these gifted youngsters realize their potential.

Panelist
Monroe Cravats

It is always pleasant to teach gifted children because people generally refer to you as "The Gifted Teacher." Gifted children, moreover, do need gifted teachers very much. Biologically, we know that organs such as the eyes of youngsters which are not stimulated become irrevocably blind. Might this be true of the brain? The gifted, therefore, need much enrichment and motivation if they are to be challenged.

The Exceptionally Gifted Children's Program is unique in many respects. One of the features is that it is conducted by three groups, Community School District #29, The Queens Association for Exceptionally Gifted Children, and York College. Basic credit is really due Mrs. M. McCreary, Supt. M. Rubinstein, Dean W. Schoenberg, and Prof. E. Seittelman.

Another unique aspect is that members of the York College Faculty teach the children in the program: Art, Mathematics, Music, Science, Spanish, and Speech. Very often, students in methodology courses observe the York College teacher in his work; a discussion of the lesson then ensues. York College, moreover, makes available to the gifted program Audio-visual and Science Laboratory facilities.

Children admitted to the program are at least three years advanced in reading and two years in mathematics. With a good school record, each candidate is screened psychologically; his parents are interviewed by a social worker.

It is generally agreed that gifted children are a most neglected group who need guidance and direction but often fail to receive it. Many schools, furthermore, are not anxious to have gifted programs; they may be costly; teachers may feel uncomfortable.

York College's Program for the Gifted tries to overcome these difficulties by having college professors, who are experts in a given field, teach in the program. The financial input of York College is in the thousands of dollars each year.

Teaching the gifted child requires more than expertise in a subject area. It requires a great deal of knowledge about handling the gifted. It requires flexibility and willingness on the part of the teacher to experiment.

There are few programs for the gifted, and most of them are new. The uniqueness of this program may well serve as a guide for the development of programs elsewhere.

Panelist
Stanley Lisser

I will not repeat the many administrative arrangements that Mrs. Merritt mentioned. To a large degree, in an intermediate school which is departmentalized, some of these things became a little more complex than they were at P.S. 132 Queens. Essentially, we have maintained a dual faculty relationship; the teachers of I.S. 238 give instruction in English, Social Studies, Physical Education, Industrial Arts, and other subjects such as typing. York College staff gives instruction in Mathematics, Science, Spanish, Music, and Art. The students in the gifted program are really relating to two sets of faculty members, those from York College and those from this school. Since there is more than one teacher involved in this school as opposed to the homeroom teacher at P.S. 132Q., we seek to arrange joint meetings between the faculty of York College and I.S. 238.

In this school, since York College does send different faculty members to each grade, we have ten to twelve staff members coming in from York College; on our part, we have about half a dozen staff members; the total number of faculty members, therefore, is about eighteen for the three classes which we have in the building.

Another unique aspect of this program is the fact that students while engaged in a separate program for the gifted are housed in the same building with other students in the Special Progress and regular classes. In short, they are in a heterogeneous setting. Interaction certainly occurs in this school where they are active in the Student Council and in assembly programs. They eat in the same lunchroom. Thus, they are not separated from one another as has been the case in some previous or existing programs for the gifted.

The third aspect of the uniqueness of this program is illustrative of what has been discussed for the past five to seven years, i.e., parental participation. In addition to the efforts of Mrs. McCreary and her organization to launch the program, there are tri-partite meetings with representatives of York College, of Community School District #29, and of the body of parents. When the three confer, there is true parental participation in setting the objectives, in discussing the design of the program, in selecting the students for admission to the program, and in formulating the fundamental educational decisions that effect the students.

Our Exceptionally Gifted Child program offers many unique advantages. Without establishing a separate institution, we are able to meet the needs of the gifted student and, at the same time, provide daily interaction with other students in the building in a heterogeneous setting.

Panelist
Margy B. McCreary

I shall begin by speaking on how parents help all children. We give them the basics: a comfortable home, clothing, and proper food, but we have found that this is not enough in the space age.

We must begin working with them almost from birth. Talk to your youngster; observe whether or not he is paying attention to you. From my experience, this will indicate whether he is alert and concerned. As he grows older, note whether he is aware of things around him and whether he communicates well with you. These are just a few of the many things which you, as a parent, can look for in the early identification of a potentially gifted child.

I do not wish to mislead you. Every child, in my opinion, is a gifted child; it is just a matter of degree of giftedness. How much more challenge does one child in a family require than another? How much do we as parents expose our children to challenging situations?

Years ago, children were needed to help provide a living as soon as the weather became warm. Today, it is not that way. Our children are very much aware of the scientific happenings around them. They are introduced to things pleasant and unpleasant and form their opinions on these happenings. This enriches their ability to learn, to understand, and to want to learn more.

We, as parents, whether we are black, white, green or blue, rich or poor, should concentrate on being kind to our children. If you fail to be kind, I would hate to think that our children could be responsible for your number one criminals.

In response to your request, I will briefly outline my involvement in the establishment of this program. Six years ago, I went to my principal who sent me to the District Office; the District Office had no money. I was told that there was a class for Intellectually Gifted Children (IGC).

I then invited a group of parents to discuss the kind of education which we felt would really challenge our children since the IGC program failed to do this for our children in southeast Queens. Consequently, we were looking for a different type of enrichment. We felt that Queens was a large enough borough and needed a program comparable to the Hunter Elementary School; we are aspiring to address ourselves to that top percentage of children who will keep others from learning if they are left unchallenged.

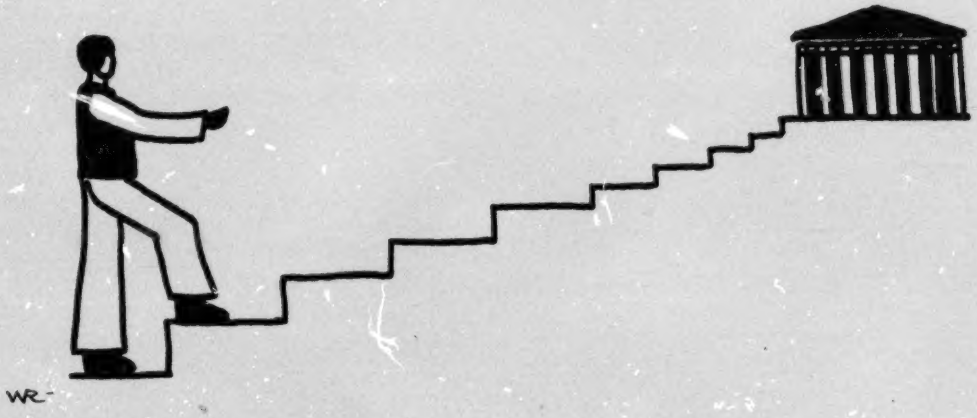
We organized; we went to Community School Board and PTA meetings and talked. It was pretty slow going. The attitude seemed to be that, if the gifted child has got it, he will make it. Yes, he will make it -- into trouble.

We requested York College to be involved in the organization of the Exceptionally Gifted Child Program.

After months and years of negotiating with our District Superintendent and two other districts, Mr. Rubinstein was kind enough to assume the beginning of this program. Consequently, we are still in District #29. The Association was then incorporated. We consider it our obligation to expand this program to help others to have the same type of thing throughout Queens.

Some of you have asked about the funding of this project. York College has spent about $136,000. The district's input less the housing which comes from the capital budget is about $68,000 for these three classes. We have sent numerous proposals to help defray the cost of operating the program. To date, we have not been funded.

We hope that this discussion and meeting will stress the importance of continuing and expanding the program for gifted children who need and deserve to have their special talents and gifts developed and realized.



PANEL IV

HIGHER EDUCATION AND THE GIFTED CHILD

PANEL LEADER

Prof. Elizabeth E. Seittelman	Chairman Department of Teacher Preparation York College of C.U.N.Y.

PANEL MEMBERS

Rev. Robert Ross Johnson	Member Board of Higher Education
Prof. Lewis J. Bodi	Dean of Faculty York College of C.U.N.Y.
Mrs. Martha Johns	Education & Publicity Chairman Q.A.E.E.G.C., Inc.
Prof. Marie J. Wittek	Department of Teacher Preparation York College of C.U.N.Y.

Panel Leader
Elizabeth E. Seittelman

Before we address ourselves to specific aspects of higher education and the gifted, let us consider the objectives, the problems, and the expected outcomes of higher education.

The goals of higher education are to transmit knowledge (the teaching aspect), to expand knowledge (the research aspect), and to apply knowledge (the professional or vocational aspect). The relevance of these goals presently disputed was also questioned at the turn of the century; when a professor asked his students what they wished to learn from him, they replied, "how shall we care for our bodies, how shall we rear our children, how shall we work together, how shall we live with our fellow men, how shall we play, and for what ends shall we live?"

The professor was unable to meet their needs since his learning had concentrated primarily on learning for learning's sake. Gradually, this view of the purpose of education was judged too narrow. The important role of the emotions, character, personality, thought and action, adaptability, creativity with vitality, moral and spiritual growth were recognized as essential elements of higher education.

Today, college students are searching for personal, social, educational, and economic relevance. For personal relevance, they seek to identify their roles in society by understanding their strengths in a context of a wide range of competencies and career possibilities. They wish to experiment with new life styles, to learn from each other, and to formulate their beliefs through involvement in controversial issues.

In the area of social relevance, a pressure release mechanism is sought so that under stress, they will be able to adjust their roles.

In educational relevance, they are seeking a preparation for effective modes of action with provision for retraining the individual to meet the changes of technology; emphasis is placed on continuing education throughout life.

In economic relevance, there is need to develop modes of individual action beneficial to society at large. Education, therefore, must anticipate the skills and competencies which society will require for each occupation.

These problems challenge higher education to establish a balance between liberal arts and career objectives, to influence the behavior of students, and to encourage continuing education.

For the gifted student, higher education has been offering: stimulation and individualization through advanced placement, honors programs both general and specialized, independent study, freshman seminars, study abroad, and work study programs.

We must, however, consider whether gifted students should be grouped homogeneously and thus totally removed from the main stream in their academic pursuits.

The liberal arts, a desirable experience for all college students, should be stressed for the gifted so that the following outcomes may be realized: First, they learn to represent their experiences more objectively; they realize the possible consequences of their actions by the expansion of their awareness of the world; they avoid the expectation of the immediate translation of wish to gratification; they inquire and test their inquiries to state their reasons for a view that they support by being aware of their own and other people's values. Second, they become more socialized and more humanistic in their approach to others and themselves by understanding the multiplicity of views. They become good citizens working for the solution of the common problems of mankind. Third, they integrate imagination with experience by formulating generalizations rather than specific and discrete decisions. Four, they effect a harmonious synthesis of intellectual and ethical values. Fifth, they become more stable through self knowledge. Finally, they are more independent with intellectual courage and freedom. They are prepared to encounter resistance to their values with courage not rebelliousness.

The members of the panel will now examine ways and means of fulfilling John Ruskin's definition of the objectives of education: "to make people not merely do the right thing but to enjoy it, not merely industrious but to love industry, not merely learned but to love knowledge, not merely just but to hunger and thirst after justice."

Panelist
Robert Ross Johnson

The purpose of education in Western Society is to develop the innate talents of each member to his highest capacity. Society is thereby enriched by guaranteeing a more meaningful existence to each member and to that society. Historically, this mission has been embraced; accompanying adjustments were made as the needs of society increased. We are doing some of this today. Let us now consider what higher education can mean in empowering the large masses of the city.

In the fifties, Western Society was dramatically challenged by the Soviet Union's stress on atomic and space technology. We were not very creative; we were not really on the cutting edge. We were not as pioneering as we ought to have been, but we reacted to this challenge by seeking out students of intellectual promise and finding ways and means of harnessing their potential.

An enlightened social consciousness, moreover, has led us beyond the technological needs to greater awareness of undiscovered and undeveloped human resources within the underprivileged segments of the population. We are now moving in this direction.

An article on giftedness in 1957 observed that "it is widespread; it is found in villages, on farms, as well as in cities and high rent apartments. The ordinary families in ordinary cities produce most of the gifted children; every school has some of them; every teacher teaches some of them; hence in our town, reservoirs of untapped resources are waiting to be harnessed, refined, and utilized."

The gifted child, at an early age, displays signs of leadership not only in ideas but also in social contact if certain emotional circumstances stimulate him to influence his associates.

Consequently, the training of the gifted benefits society since they will shape tomorrow's world.

As your representative on the Board of Higher Education which reacts to the demands made on us, I am concerned about every young person matriculated in the City University where chance and opportunity have been made possible for those who would have their potential developed. Today, the mood of discovery is unfortunately overshadowed by a feeling of despair and by those who declare that Open Admissions will downgrade the university. I disagree with the last statement and maintain that we have not pursued with the proper sense of dedication the potential of hidden giftedness in the hundreds of socially and economically deprived youngsters who have now entered the academic community.

The poverty syndrome does not naturally carry ignorance as a companion. The proper motivation at the elementary and secondary school levels would make a tremendous difference at the university level. I make a special plea for a new sense of mission since the purpose of higher education is not to create a new class of intellectuals remote from the common people and their problems but rather to give capable young people the insights needed for dealing with people in every occupation and in all walks of life. Young people with a capacity for higher education should be discovered and encouraged to continue their education.

Higher education for the gifted must address four basic questions: (1) Who shall go to college-everyone or only those with high aptitudes; (2) In the identification of the most promising and advising them about college: how high a promise? importance of examinations and marks? what about IQ? (3) How can continuity between the secondary school and the college be insured? (4) How are new programs and special opportunities to be designed for the most promising college students?

Higher education for the gifted must provide for their individual needs and differences. Some, otherwise, will be bored by the duplicated materials that were poorly learned in the secondary school; others may find the pace of instruction too slow.

One means of meeting these needs is enrichment. Instruction should be offered in greater breadth in given or new areas of learning; sometimes, acceleration in a given discipline is recommended.

Several problems still require study: First, the identification of the bright student who is a late bloomer; second, the provision of a sufficiently stimulating program within a framework that does not isolate the gifted student from the rest of his class; third, the maintenance of motivation at a high level.

Educational institutions have met the apparent conflict between maximum coverage of the cultural heritage and the development of programs that emphasize independent studies in several ways. Some impose traditional curriculum organization on the subject matter of the past; some group the gifted homogeneously. Some are experimenting with methods of improving articulation with institutions at the next higher level.

In conclusion, I will cite ten areas in which CUNY is now moving to meet individual needs and interests; the Scholars Program, Honors work in given departments, accelerated B.A. and M.A. programs, Junior Year admissions, Independent Studies, Course credit upon the passing of examinations, Study Abroad, Research Opportunities, Federal Internship Programs administered by the state and city, and Fine Arts Internships in the museums.

I expect that we are also going to see an expansion of the program that is taking place here.

Panelist
Lewis J. Bodi

I come with more questions than answers about higher education for the gifted. Traditional approaches to gifted education stress acceleration or isolation with special treatment. Higher education, an already elitist process, was easily able to accommodate programs that require individualization.

A recent article in *The New York Times*, "Express Route to Learning Fashioned for the Precocious," presents the accelerated program pursued by Joseph Bates, who will receive his Baccelaureate and Masters Degree from Johns Hopkins University in June at the age of seventeen. We may even expect that he will earn a doctorate shortly. I react with mixed feelings to this article; I cannot applaud these attainments without some reservations.

I shall indicate my other concerns about higher education for the gifted by citing several case studies based on my personal observations and experiences.

One means of meeting these needs is enrichment. Instruction should be offered in greater breadth in given or new areas of learning; sometimes, acceleration in a given discipline is recommended.

I am very much concerned about the problems that result from acceleration of the gifted if other aspects of development are neglected. For example, a colleague of mine, classified as gifted by every known criterion, entered college at the age of thirteen. Since there was a great lag between his social and intellectual development, his years at college were most unhappy. Although he attained his degree in chemical engineering at the age of eighteen, this experience proved so inhibiting that he never fully realized his academic potential.

My second concern treats the potential danger of parental ego becoming an excessive burden for intellectually talented students. For example, the son of another colleague, was identified early as possessing a remarkable talent for mathematics. For several years, therefore, he participated in a Saturday Program sponsored by the professors of Columbia University. He attended Princeton University; after three years, when his grades declined, he withdrew. Presently, he is working in a sporting goods store. To his dismayed parents, I indicated that this need not be a tragedy. The final chapters remain to be written since the young man is now taking the time he needs to gather new perspectives.

Third, I am concerned about the excessive emphasis placed on theoretical knowledge. Often, the gifted student is unprepared to cope with non-textbook problems. For example, a theoretical chemical physicist with membership in Phi Beta Kappa, did not pursue a purely classical academic career. For seven years, he served as a research scientist in an industrial laboratory. At first, he found this a humiliating experience. His assignments required his solving non-traditional problems. Men far less bright and far less trained solved such problems with ease. When he finally overcame the resistance of his formal education, he too successfully met the challenge.

Another aspect we must consider today is that traditional higher education has failed to realize its stated goals. Consequently, changes are being instituted to remedy this situation. One such change has been alluded to by Rev. Johnson, i.e. Open Admissions. The City University has played a prominent role in this effort in mass higher education, one of the serious social concerns of our times. Related to this failure of traditional education is the problem of how to recognize the giftedness of the slower but perhaps deeper thinker.

I am also concerned with the implications of the conclusion of the controversial Jencks Report, i.e. that chance generally plays a greater role than intellect in the affairs of individuals, for the education of gifted students.

In conclusion, I cannot but agree with the caveat of Carl Jung: "We shouldn't pretend to understand the world only by the intellect; we apprehend it just as much by feeling. Therefore, the judgment of the intellect is, at best, only the half of truth, and must, if it be honest, also come to an understanding of its inadequacy."

Panelist
Martha Johns

As a parent of a gifted child, I believe in the total development of the child. The curriculum must never disregard or afford less attention to the socialization of the child. In this totality of education, we should encourage our children to ask questions; if we don't know the answers, we should seek the answer together with the child. Let the child know that the parent does not always have the answer. The teacher may also not always have the answer which the child wants. Thus, parents and teachers should encourage the child to be creative, to question everything in doing research.

Next, what is the responsibility of higher education in the total development of the child throughout his entire academic career and after? It is two-fold program development and teacher training. Actually, they are really one and the same.

This EGC Program was cooperatively developed by The City University, the concerned parents, the District Superintendent, and the Personnel of District 29. This program shows the kind of results which parents can have when they play an active role in the education of their children.

This program can serve as a model for other programs in the city and in the nation. Perhaps, each college of City University can, in its own area, devote itself to the needs of gifted children. York College relates very well to the needs of the Jamaica and Queens Community in regard to special programs for gifted students.

Our concern with the EGC program now is what will happen to our children for high school and for college? Where will our children be? Will they be dropouts two, four, or six years from now? These are our main concerns.

We must insist on a commitment from the colleges to help us provide better education for our gifted children both in terms of stimulation and concrete content. Stimulation without the basic skills means nothing. For anything above the fundamentals, the sky is the limit.

The seminar approach to education is very important; starting at a very young age, it should continue through the educational career of the child. The curriculum should provide a balance of freedom with structure. College sponsored workshops, fora, and education fairs stimulate the interest of both gifted children and their parents. Early entrance programs are also very necessary so that secondary school students may be admitted to advanced standing for college work.

In the area of teacher training, the college should encourage future teachers to take courses in the teaching of the gifted. A teacher is often afraid to approach a gifted child. This barrier must be broken down by training. Mutual respect is needed between pupil and teacher. Gifted children should be made aware of the possibility of a career in the teaching of gifted pupils since they will be able to relate to pupils with similar educational interests, needs, and problems.

Parents should spend a great deal of time listening and talking to their children. Nine times out of ten, I listen to them. I allow them the opportunity of influencing what I do with my life since they are part of whatever I am. I ask them questions, and I am bound many times by the decisions they make.

Parents should seek information about gifted children. I would recommend to you, Ruth Strains *How to Deal with Your Gifted Child*. Of great assistance is the extensive bibliography.

I agree with Dr. Seittelman's remarks on the objectives of the college: to transfer, to expand, and to apply knowledge. Another important obligation and responsibility of parents is to see that higher education fulfills these goals.

Finally, parents should seek out and attend this kind of conference; they should get together with groups of other parents to share information and seek assistance in the development of special programs for gifted children.

Panelist
Marie J. Wittek

In this discussion of the gifted, we are concerned not with general education but with special education in the institutions of higher learning. The academic world is one of pursuit. Depending on the motivation and objectives of the students and the colleges, it can be one of pleasure, perseverance, or pain.

The academically gifted student should be subjected to a rigorous course of study that demands his pursuit of knowledge; he can and should become the new Renaissance man of the twentieth and twenty-first century-quickened to the adventure of exploring and learning, challenged by the unfamiliar, confident of his own abilities to explore, to examine, and to evaluate himself and the world around him.

The other panelists have discussed the advantages and disadvantages of acceleration. I shall limit my remarks to a consideration of an HONORS PROGRAM on the college level, thus:

1. Early identification of the gifted college student in the senior year of high school. The criteria are: standing in his high school class, standardized tests, college made examinations and other evaluation instruments.
2. Admission of those identified as gifted to an Honors Program immediately upon entrance to the college.
3. A specially organized and continuous counseling program to meet the needs of the individual students in this program.
4. Formulation of such programs in cooperation with all aspects of college work: areas of concentration, departmental specialization, pre-professional or professional training.
5. Provision for variety and flexibility of program by organizing special courses, ability sections, Honors seminars, colloquia, and independent study. Advanced placement and acceleration will serve in a contributory role.
6. Stress the Honors Program throughout the college as a model of excellence for all students and faculty so that the "Honors Outlook" will replace the "grade outlook".
7. Special organization, methods and materials appropriate to superior students:
   a. Small registers from 5 to 20 students.
   b. Emphasis on primary sources and original documents rather than textbooks.
   c. Less lecturing and pre-digesting of course content by the faculty; selectivity of approach of the subject matter to be covered; discouraging passive note taking; encouraging students to adventure with ideas in open discussion- the colloquium method with appropriate modification of this method in science and professional schools.
   d. Supplementing the above with increased independent study, research, and summer projects.
   e. Require terminal examinations for all in the Honors Program.
8. Selection of faculty fully identified with the aims of the program and qualified to provide the best intellectual leadership for gifted students.
9. Reduction of requirements where possible in order to allow abler students greater freedom of choice among alternative facets of the Honors Program.
10. Evaluation of the means used and the ends sought in the Honors Program.
11. Gifted students, wherever feasible, serve as apprentices and research assistants to outstanding scholars on the faculty.
12. Employment of Honors Students for counseling, orientation, and other academic advisory purposes to the general student body.
13. Establishment of an Honors Center with an Honors library, lounge, reading rooms, and other appropriate decor.
14. Institutionalize such programs to assure their permanent place in the curriculum; budget them and guide them in building a tradition of excellence.

If these fourteen points are made the basis for a program, the result will be special courses or classes at all levels of the college for both horizontal as well as vertical enrichment.

PANEL V

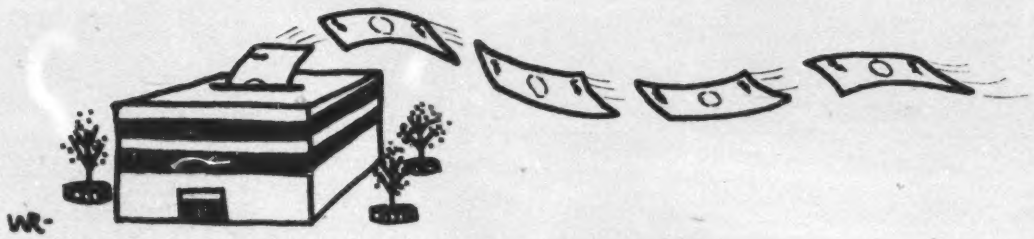
FUNDING PROGRAMS FOR THE GIFTED CHILD

PANEL LEADER

Mr. Roger W. Ming	Supervisor Education for the Gifted New York State Department of Education

PANEL MEMBERS

Dr. Edythe Gaines	Director The Learning Cooperative New York City Board of Education
Dr. Helene Lloyd	Assistant Superintendent Office of Funded Programs New York City Board of Education
Mr. Marion Marable	Executive Secretary Q.A.E.E.G.C., Inc.



Panelist
Edythe Gaines

I shall be speaking of funding for the future. First, we must have a correct attitude. We are not begging; we are not pleading; we are not crawling. Our children are entitled to high quality public education regardless of race, creed, color, national origin, and socio-economic status of their parents.

Second, this nation can afford anything on which it determines to spend its money. There is no reason why our children should not have what we owe them. The amount of money needed for this program is approximately the liquor bill of a well-to-do family per month. We can afford it. We must, however, set our priorities right.

Let us now look at the realities of specialized funding: public and private philanthropic funding.

Under the public ones, the most popular are Title I and III of the ESEA Elementary/Secondary School Act originally enacted in 1965 and extended annually. Title III provides seed money for a period not to exceed three years to encourage innovation. This is dangerous and shaky money because you are really building people up to slap them down if no other funding is available after three years.

Title I generated primarily on the basis of poverty may be expended on educational deprivation. It would be very difficult, therefore, to write a proposal for gifted programs under Title I.

Urban Aid is a sort of New York State Title I. About Emergency Assistance Acts Funds, I am not sure. At best, you get into a kind of Russian roulette game. You are competing with people nation-wide for $500,000,000, which would just begin to put a band-aid on the problems in New York City.

Foundation money is similar to funds from Title III, i.e., seed money. It is good money, but it will not continue a program forever. It provides a way to get an idea started. First, they will ask, "Is the program in operation?" Next, "Why isn't the program being refunded by local funds if it is a good program?" Shortly, you will have a very gracious exit.

We now come to the reality of the problem: our gifted children are entitled to tax levy funds. About two billion dollars are spent annually on public education. It is in the public funding sector that we are being clobbered to death. The public is less and less willing to add to the pool of public funds for public education. Now is the time for people concerned about public education to stop fighting each other, to stop telling each other how horrible we are since these actions give aid and comfort to those opposed to putting more money into public education. Many of our legislators, many of our leaders in education and elsewhere, often using the data provided by us, consider that nothing good is happening in the sector of public education. Consequently, they decide not to "throw good money after bad." They cut the funds instead of adding to them. We must now band together and fight very hard for tax levy monies.

Our main reason for coming here today is to foster an action program not just to give sermons. The EGC Program is a good, working, integrated urban education program. We must each make a commitment to this program. Representing the Learning Cooperative of the Board of Education, which is concerned with quality education in the New York City Public Schools, a contribution of $2,000 is offered to assist you in securing the help of consultants experienced in seeking the funds you need, including helping you with proposal writing. Our small but dedicated staff will also be at your disposal.

In conclusion, the only original and unique idea that our country has contributed to the world is that of free public education of high quality for all children. Just as our countrymen are beginning to attack public education, the rest of the world is adopting it. Let us return to our basic faith in that notion and give our children what we owe them. I want to join hands with you in that cooperative effort.

Edythe Gaines

Panelist
Helene Lloyd

As a former principal and now assistant superintendent interested in the education of gifted children, I am pleased to speak on *present* funding for projects for the gifted. I also plan to speak briefly about the future since we, as action people, must consider *tomorrow* as well as *today*.

For the current year, New York City has received about $134,000,000 in ESEA Title I funds and about $38,000,000 in State Urban Education monies. These funds are for use in developing programs for educationally- and economically disadvantaged youth. However, since some of our gifted children are educationally disadvantaged, these monies can be used to provide programs to help gifted children move ahead to realize their true potential.

Another source of federal monies, ESEA Title III, now provides "seed money" on a year-by-year basis for pilot projects for a period not to exceed three years. Because of budget cuts in tax-levy funds, some worthwhile Title III programs enrolling gifted children have not been able to be continued under tax-levy money, not only in New York City but in other urban centers.

At present, there is approximately $18,000,000 available for competitive grants in New York State under the Emergency School Assistance Act; New York City hopes to obtain at least $14,000,000. These funds are aimed at improving integration and reducing the harmful effects of desegregation. The gifted child can be helped by these funds as well as other children. As an incorporated community group, you may submit a proposal directly to the USOE Region II Office, 26 Federal Plaza, Manhattan. It is suggested that you confer with the Office of Special State and Federal Programs, New York City Board of Education, in order to learn the nature of the consultation required.

Another avenue of funding is the National Institute of Education, whose main objective is to solve educational problems through research. Problems, therefore, connected with the gifted that you think can be solved through effective research should be the subject of proposals submitted to this agency. Consult USOE Region II office for details.

In addition to the sources of grants just cited, other funds in highly specialized categories are available. For example, the Exploration Scholarship Program, which is jointly sponsored by the U.S. Office of Education, Educational Expeditions International, and the Explorers Club, offers scholarships in astronomy, archaeology, anthropology, marine biology, and geology to students ages fifteen to twenty-one. These are areas of interest to many of our gifted.

Other good sources of up-to-date information are *Education U.S.A.*, *Focus: The Budget*, *American Education*, which contains excellent materials not only on funding but also on the creative projects for the gifted, and the New York State publication, *Government Executive*.

The publication, *Crofts Education Services, Inc.*, lists every foundation in the state that has money available. Some trusts have not been used for years; it pays to take time to probe. I encourage you to visit the Russell Sage Foundation Library and the Foundation Library on Madison Avenue,which have catalogs describing private funding sources. For example, the Ford Foundation a few years ago awarded New York City schools a grant of $250,000 to develop programmed reading materials for gifted pupils in order to encourage their independence in reading. Similarly, the Astor Foundation gave about $200,000 for a special language arts project which had a direct impact on many young children who, although gifted, were economically- and educationally-disadvantaged when they entered the project.

If you are interested in obtaining funds, careful preparation is needed. It is seldom that you are fortunate enough to get a grant without hard work. I recommend that, if visits are planned to the Russell Sage Foundation Library and the Foundation Library on Madison Avenue, each person in the group be given a specific area/s under which you would like to develop projects, as programs for the gifted, teacher training, foreign languages for the gifted, etc. Each person can be given the responsibility of locating sources of funding and then being responsible for follow-up action.

The proposals written to obtain grants must usually be in line with the requirements of the granting source. Therefore, before writing a proposal, obtain the brochure which describes the agency's requirements. Remember, your proposal must be specific since foundation reviewers want facts and item-by-item budgets. They want to know what are the specific objectives of the project? duration? who will be involved? how will it be carried out? when? where? how will it be evaluated? what are the specific costs? and many other questions.

In applying for grants, it is worthwhile to get annual reports from the various funding sources in order to review the various avenues of focus during the past year and to learn the areas in which the foundation plans to channel its money in the immediate or distant future. For example, the Ford Foundation issues *Annual Reports* which are of great value in providing direction as to the type of grants which may have an opportunity to be funded.

Finally, I recommend that you support legislation for gifted students. Senator Jacob Javits has introduced a bill to include programs for gifted and talented pupils under Title VII. This bill aims to accomplish your objectives, i.e., worthwhile programs for gifted pupils. Take advantage of this opportunity to support any legislation for the effective education of the gifted.

All of us here today appreciate that it is time we make certain that the needs of New York City's gifted children are met in order that we use their abilities not only for their own welfare but also for the improvement of society. The New York City Board of Education office I represent, the Division of Reimbursable Programs, is ready to help with any guidance you may need in achieving your goals.

Panelist
Marion Marable

As Executive Secretary of The Queens Association for the Education of the Exceptionally Gifted Child, I would like to state that this organization is designed to promote, encourage, and foster programs in behalf of gifted children. We had a very auspicious beginning. We have been working very hard the last six or seven years to accomplish this particular goal. The QAEGC is the product of one woman, Mrs. M. McCreary, who had a dream in 1966 when her child Lawrence was in the first grade. She found that he was a precocious child who was finishing tests far ahead of others, but he wasn't being challenged educationally the way a child with his capabilities and abilities should be challenged. She sought to do something about this. After three years of hard work, the organization established an Ad Hoc Committee to approach the various colleges in the Queens area.

The one college that did respond was York College, through the efforts of Dean Wallace K. Schoenberg, who directed that a feasibility study be prepared. When this study proved favorable, Mr. Rubinstein, Community School Superintendent of School District #29 as well as representatives of District #27 and #28 were approached to participate in the pilot program. Only Mr. Rubinstein agreed to join the program; he made provision for the housing and staffing of the first class.

Consequently, in 1970, thirty children were admitted to the fifth grade program at P.S. 132 Queens, which is now the Ralph Bunche School. York College faculty serviced: Spanish, Mathematics, Science, Art, Music, Speech, Physical Education, and the Camera Club. The success of that particular year encouraged the group to expand to two grades the next year, grades five and six. The following year, the program expanded to include three grades: five, six, and seven.

In regard to fund raising, we, first of all, assessed each parent of the children in the program a $15 one-time charge. They also pay annual dues of $5. In addition, we sponsor certain small community fund-raising efforts as raffles and entertainment to help us operate the program and the organization in its efforts to watchdog the program to see that the kids get what they should get. We have also written to forty-three charitable foundations and submitted proposals for the funding of this program. To date, those proposals have not been successful. We have also sent five hundred letters to merchants and churches in the Queens-Nassau area. We have not heard anything favorable from them to-date.

We are not discouraged. We are determined to do our part to bring about this type of program and to achieve these objectives for our children.